



Central Union School District
Lemoore, CA

District Advisory Council (DAC)
November 19, 2015
8:30 a.m.

Council Membership

Heiko Sweeney – Akers Principal	Nancy Davis – Central Principal
John Partin – Neutra Principal	Bill Bilbo - Stratford Principal
Nicole Chennault – Akers Parent	Christa Orton – Central Parent
Mark Haley – Neutra Parent	Martina Avila – Title I & Stratford Parent
Danny Llamas – Central Community Rep.	Margaret Gladders – LNAS Community Rep.
Lorena Lanuza – ELL Representative	
Elizabeth Lozano – Assistant Superintendent of Educational Services & Human Resources	

Call to Order

I. Welcome and Introductions

The following individuals were in attendance: Mark Haley, Christa Orton, Lorena Lanuza, Nicole Chennault, Martina Avila, Elizabeth Lozano, Nancy Davis, John Partin, Cindee Rael, Mark Tompkins, Margaret Gladders, and Bill Bilbo. Sylvia Gonzalez provided translation.

Council Members Absent: Heiko Sweeney

Mr. Haley called the meeting to order at 8:34 a.m. and introductions were made.

II. Approve minutes from September 17, 2015

Minutes from the September 17, 2015 DAC minutes were read and approved.

It was motioned, second and passed (MSP) by Nancy Davis and Christa Orton (Davis, Orton) to accept the September 17, 2015 minutes. (9-0)

III. LCAP Goal #4 (SC)

Mr. Chennault reported that over the past few years, there has been a trend of more social emotional issues, which leads to more behavioral issues. On the statewide board he attends, they have shared that this is a statewide trend. The issues seem to be more prevalent in K-1. In LCAP Goal #4 we are looking to provide additional support to meet the social-emotional/behavioral needs of students. This year, we have an additional Counselor currently serving Central and Stratford as the base has some additional services available. Mr. Chennault is currently working with Kings View, Kings County Mental Health, Adventist Health, and Kings County Behavioral Health, Kings County Child Protective Services, Family Builders Foster Care, and Kings County Social Services, among other collaborative groups. Together, they will provide training to help teachers be better equipped to support our students. The teacher is with students the most, so providing teachers these strategies and tools is an important first step. Currently, the plan is to focus on K and 3rd grades this spring. Research indicates that if we provide by needed supports by 3rd Grade, it makes the greatest difference/impact. Over the next year and a half, we will fill in training with all other grade levels TK – 8th so all teachers have those strategies. Lozano interjected that the LCAP Goals are funded through LCFF and are data driven. Parents, staff and students identified the social-emotional/behavioral needs.

Mrs. Chennault asked that Mrs. Lozano “back up even more and explain what LCAP is.” Mrs. Lozano provided a review of how categorical funding worked historically and the shift to LCFF. She

explained that the District now receives funding in "one big pot" which is then used to provide actions and services to achieve the District's Goals. The goals are based on the State Priorities and needs as identified through analysis and data.

Mrs. Gladders asked if there is any state or national data about this trend. Scott said, "No, because this is really just hitting in the past 5 years or so."

Mr. Haley asked if the training would address ways of being proactive as well as reactive. Scott said that it would. Mr. Haley also asked if there was going to be some sort of assessment or way to determine the needs of new enrollees (Kindergarten and transfer students). Scott said this had not yet been discussed.

Mrs. Lozano explained that when issues are beginning to be seen, each teacher begins with a case study in collaboration with their grade level teams. If issues continue, they go to site administrator to set up a Student Study Team (SST) to further investigate supports. We do have systems and programs in place; however, we are finding that students are coming with different or more complicated issue/concerns so teachers need to be better equipped to address these issues.

IV. Native American Parent Representative

Ms. Lozano shared that although District Advisory is not a mandate, we do seek this council to give input to LCAP and other District topics. She expressed concern that although we have representative from the Santa Rosa Rancheria, we do not have a Native American Parent Representative. Following discussion, Nancy Davis / Nicole Chennault (9-0)

Updates on Topics and Areas of Interest for the 2015-2016 school year (V and VI)

V. Communication (MT)

SchoolMessenger

- ✓ Apps for cell/smart phones
- ✓ Email, phone call, text

Mark shared that in July, FCC questioned if schools could push out global messages to individuals. After further study, we have determined that we can continue to utilize School Messenger to push out information beyond school emergencies. We have resumed use of School Messenger for parent communication. We are planning to push out and provide parents the opportunity to download an app that is connected to SchoolMessenger when available.

Mr. Partin added that messages could be generated at the District or site level.

Mrs. Lanuza asked if we have used SchoolMessenger to notify parents of foggy day schedules.

Mrs. Davis expressed concern that it might be an issue if schedules change after initial notification. Mrs. Chennault added that it would be helpful for parents receive such information as a message because watching for schools on TV is not always easy in the morning. Mrs. Orton shared Lemoore Transportation had their own app, but it was not working well last year. We will follow up with Lemoore Transportation to determine if the app is still available. Mrs. Lozano explained that we are not the transportation system; we contract with them. She also explained that although it is a good idea, it is not as easy as it may sound. The district will have to investigate the effectiveness of how to best provide accurate and timely information to parents. Mrs. Gladders indicated that communicating the Lemoore Transportation phone number would also be helpful.

PowerSchool

- ✓ How information is shared with parents
- ✓ How parents are given access to PowerSchool
- ✓ Additional workshop dates
- ✓ PowerSchool parent education sessions

PowerSchool is available via Internet and mobile app. This has been for some time. Parents and/or students may get access by receiving password and log in information from school offices. A link on the District website provides directions for parents and a video to provide training on use of PowerSchool.

VI. Parent Engagement

- ✓ Activities for understanding the common core standards
- ✓ Parent workshops

Mrs. Rael shared that all 4 campuses hold a Back to School Night at the beginning of the year for parents. The evening includes information to support parents in partnering in their child's education for the year including curriculum and accessing PowerSchool. This year, a session on "Understanding Your Child's CAASPP Report" was held at all four campuses. The District provides Volunteer Trainings at all 4 campuses and parents are encouraged to volunteer in classrooms as an excellent means of gaining understanding about what their children are learning. Parent conferences throughout the District are another major time for communicating and developing understanding of standards.

Akers supports parents understanding of the standards through informal question and answer opportunities at School Site Council meetings and monthly Parent Club meetings. Common Core updates on an ongoing basis in newsletters.

Neutra provides information on "Supporting Your Child's Education" and "Steps to Homework Success" in their newsletter. Informational pamphlets and brochures are provided on a variety of subject matter areas. School Site Plan for 2015-16 includes offering of Parent Trainings as needed.

Central participates in monthly Indian Education Council Meetings. Each month they do an ELA or Math activity and discuss what makes the activity align with the standards. The Reading Specialist will hold 5 parent meetings:

- 1.) Helping Your Child to Become a Better Reader—Friday, Sept. 4
- 2.) Reading Tips for Parents—Friday, Nov. 13
- 3.) Book Fair Exclusive Book Buying Session—Wednesday, Dec. 9
- 4.) Family Literacy Game Night—Thursday, Jan. 28
- 5.) Trip to Local Book Store (Barnes & Nobles, Fresno)—Wednesday, Mar. 16
- 6.) Reward Activity for Parents & Students—Thursday, May 19

Regular conversations about the Standards also take place with parents during School Site Council, English Learner Advisory Committee, and Student Study Teams. Parents are encouraged to bring their questions regarding the standards and meet with administration.

Stratford is sending out a survey to parents in order to plan parent activities and trainings. The survey asks parents to provide best ways to communicate with them, trainings or information desired, best days and times to offer trainings, and barriers to parents attending. They also include conversations with parents to support understanding of standards instruction in School Site Council, English Learner Advisory Committee, Student Study Teams, and Title I Meetings. Also they hold monthly Health Education Classes for parents on a variety of topics. For example, yesterday's topic was on diabetes prevention and treatment.

VII. LCAP (CR)

Mrs. Rael reviewed that each year as the District is implementing and monitoring its LCAP; it is completing an Annual Update. For Goal #1- Ensure students are prepared for 21st Century Learning and beyond through fully implementing CA Common Core Standards and integration of technology throughout instruction, Smarter Balanced Data is one of the metrics. Based on that data, we can see that we are making progress in achieving Goal 1, but need to continue to look at how to best support our English Learners, Students with Disabilities, and Native American Students. Goal #2 - Provide all students with equitable access to core program activities, highly qualified staff, as well as safe and well-maintained schools is evidenced by such items as the Facilities Inspection Tool (FIT) completed this Fall with all sites scoring Exemplary and having all teachers Highly Qualified. The District has sufficient student materials as indicated by the CUSD Board Resolution in September. Goal #3 – Meet the needs of English Learners to acquire English Proficiency and academic proficiency is measures by the California English Language Development Test (CELDT), Reclassification Rate, and Statewide Assessments. The District is required to make three Objectives in regards to English Learners. First, English Learners must make progress in learning English. The District exceeded the state target by 7.4%. The second objective is for students to achieve English Language Proficiency. This is broken down into 2 targets. For students who have been English Learners less than 5 years, the District exceeded the state target by 10.2%. For students who have been English Learners 5 years or more, the District made growth of 9.5%, but missed the target by 0.1%. Based on analysis of the data, the District decided to focus on students at risk of becoming Long Term English Learners (LTELs). Most of these are "stuck" at the Intermediate Level. A summer Intensive ELD is offered for these students. The data has shown success for these students and less students at risk. The

continuing issue is the gap between the number of students at risk (being invited to attend) and those actually attending. As soon as Official CELDT results for this year are in, we will notify parents of those invited to attend. DELAC (District English Language Advisory Committee) recommended that all invitations include a place to indicate and sign for those declining as well as those accepting. They also asked that a space be added to ask parents to tell why their student would not be attending.

Mrs. Gladders asked how barriers to attendance could be addressed. She suggested maybe offering summer school to all siblings if that is the barrier. Mrs. Gladders also shared the need for English Classes for parents including base parents. Mrs. Lozano shared how when we provided our own Migrant, we provided a great deal of parent trainings and even provided transportation as needed. Mr. Bilbo shared that funding for the English Language classes was cut, Mrs. Muro, Lemoore High Supt., is investigating a grant to re-establish classes. They are looking at evening classes to meet the needs of working parents. GED classes are also being investigated. Mrs. Lozano said Mr. Addington contracted a grant writer to investigate a variety of sources to support needs. Mrs. Orton shared that West Hills provides a lot of these items also. Mrs. Lozano suggested a celebration at the end of summer school for English Learners and other summer school participants. Mrs. Davis suggested McDermott field as a place to go to "celebrate." Rael shared that sites had provided reclassification awards during awards assemblies. Sites said they are no longer doing this, but will look at reinstating this.

Goal #4 – Address the social-emotional/behavioral needs of our students leading to attendance issues, Mr. Chennault addressed suspensions and bullying earlier. Metrics include attendance, suspensions, expulsions and local measures.

VIII. Questions or Concerns

Mr. Haley thanked Mr. Partin for him and Mr. Sweeney allowing students to participate at Fitness Fair on the base. Mrs. Lozano asked if pictures could be made available. Mrs. Gladders and Mr. Haley said they would get some to her. Mr. Llamas asked Mr. Haley to elaborate on what the Fitness Fair was. Mr. Haley explained that they brought together a variety of community resources for 10 different activities. For example, "If I eat this size candy bar, how much physical activity do I need to participate in?" The event was game based to engage students.

Mrs. Lozano explained that the "Take Charge" grant was about students taking charge of living healthy. Students have learned about healthy living as well as the importance and fun of being active.

Mr. Hadley asked that at the next meeting Rubric Scoring be added to the agenda. He would like information on how they relate to the California Standards as well as Art and Physical Education. Mrs. Lozano explained that the rubric is teacher specific and approved by the site administration. She indicated that his issue is something that needs to be addressed at the site with the teacher involved and site administration. She indicated she would be willing to attend if needed. She indicated that rubrics could be placed on the agenda, however, to explain rubrics in general and the process of how rubrics are developed.

Mrs. Lozano also indicated that she would go back at an Admin. Meeting to discuss PE and Art Rubrics.

IX. Classroom Visits

The Council visited three classes (Mrs. Battaglia's 1st Grade, Mrs. Brown's 3rd Grade, and Mrs. Crockford's 6th Grade) following adjournment. First and Sixth Graders were working collaboratively in the school garden collecting and recording data.

X. Future DAC Dates

Please note the 2015/2016 DAC meeting dates:

8:30 a.m.

September 17, 2015 - completed

November 19, 2015 - completed at Stratford Elementary School

April 21, 2016

May 19, 2016

Adjournment

It was motioned, second and passed (MSP) by Mrs. Orton and Mr. Bilbo (Orton, Bilbo) to adjourn the meeting. (9-0)

The meeting was adjourned at 9:41 A.M.

Respectfully Submitted,

Kay Burrow